

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAY 20 PM 2:45 DOCUMENT CONTROL CENTER </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Por Vida Academy	Vendor ID # 74-2792474	Mailing address line 1 1135 Mission Road	
Mailing address line 2	City San Antonio	State TX	ZIP Code 78210
County- District # 015-801	Campus number and name 001 Por Vida Academy	ESC Region # 20	US Congressional District # 20
		DUNS # 141062718	

Primary Contact

First name Joseph	M.I. G	Last name Rendon	Title Superintendent
Telephone # 210-532-9161	Email address jrendon@por-vida.org		FAX # 210-533-5612

Secondary Contact

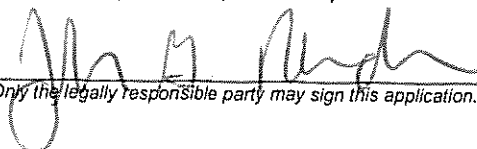
First name Mike	M.I.	Last name Oropeza	Title CFO
Telephone # 210-532-8816	Email address moropeza@por-vida.org		FAX # 210-534-0795

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Joseph	M.I. G	Last name Rendon	Title Superintendent
Telephone # 210-532-9161	Email address jrendon@por-vida.org		FAX # 210-533-5612
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

701-14-109-044

Schedule #1—General Information

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Por Vida Academy (PVA) intends to provide an innovative educational experience for at-risk, inner city students which includes not only academic excellence but also social, behavioral, and community support through: (1) mentoring (in partnership with AIM Truancy Solutions and Student Success Academy), (2) counseling (via Joven Noble, Xinachtli, Jewish Family Services, Seton Home, and the Rape Crisis Center), (3) team-building activities (using our experiential Ropes Course), and (4) intense remediation / credit recovery (using API paper-based curriculum, Edmentum web-based curriculum, The American Reading Company's Action 100 reading program, Renaissance Learning's RenMath product, Edmodo, Lead4ward, DMAC, and the Texas Curriculum Management Program Cooperative [TCMPC]). Via grant resources, PVA will be able to hire instructional aides to reduce the teacher-to-student ratio, purchase curriculum and instruction support resources to deliver targeted skills scaffolding through prerequisite coursework, and provide professional development opportunities which will teach staff members the skills necessary to continue services after the end of the grant period. The school day will be extended and refocused to allow for both an hour of reading intervention as well as remediation coursework in the English and Math content areas. Additional auxiliary staff will address student needs for extracurricular social and behavioral support. The additional technology, dedicated staff, curriculum and instruction supports, and behavioral interventions will have a direct impact on improving academic performance, increasing the collection and use of quality data, and increase leadership effectiveness and flexibility.

The budget was developed by creating a campus needs assessment (CNA) with input from all stakeholders, then researching recommended sources for addressing identified needs, and finally securing estimates/bids from experienced, qualified vendors. The students who attend PVA have a unique set of challenges. 50% of the students qualify for Special Education services, 98% are from families living below the poverty line, and 100% are below grade level in reading and math skills. In order to improve academic achievement for this population, a structured combination of approaches is necessary which includes more individualized attention from their instructors, explicit training in controlling their behavior, and extracurricular experiences which expose them to life outside high school. The needs assessment process was designed by the existing Leadership Team (LT) in cooperation with the Professional Services Provider (PSP), the Board of Directors, and the community of stakeholders. The efficacy of the program will be determined by the data as it is collected and analyzed. The LT will determine when and how the process needs to be updated and changed, based on benchmark, assessment, attendance, and other data generated on a weekly basis. The management plan will be overseen by the LT, driven by data collected and maintained by the teacher leader who will be retained specifically for the purpose of orchestrating grant activities. Weekly meetings with teachers and the LT, as well as quarterly meetings with all other stakeholders will ensure that lines of communication are open for concerns and operational flexibility. The method for evaluating the program will be analyzing the data collected from the classroom, the attendance clerk, and the facilitators of extracurricular activities. Concerns about implementation and participation will be addressed by the District Coordinator of School Improvement (DCSI).

The means to be used to measure progress in defined program areas are as follows:

- Curriculum and Instruction:

Academic progress will be assessed by: (1) thrice-yearly benchmarking to be recorded on student learning report sheets / data boards and (2) standards-aligned classroom assessments administered every three weeks. Both of these activities will provide the data necessary to drive instruction in the core content areas as well as during prerequisite/remediation coursework. Benchmarking tests will be generated from DMAC, STAAR released items, and Lead4ward resources. Classroom assessments will be generated by DMAC, STAAR released items, Lead4ward, and Edmodo.

Instructional effectiveness will be monitored by: (1) daily classroom walkthroughs with immediate feedback emailed to teachers, (2) weekly conference meetings with teachers to reflect on the aggregate daily classroom observations, (3) weekly data meetings to discuss interventions indicated by gaps in student learning identified on the progress reports / data boards, (4) weekly lesson planning meetings to discuss and coordinate instructional strategies as well as intervention, enrichment, differentiation, and multi-disciplinary projects, (5) weekly job-embedded professional development to reinforce the expectations of the instructional rubric used by PVA's performance-based compensation program, and (6) extracurricular professional development to include conferences, workshops, and Professional Learning Communities (PLCs). Documentation of these activities will be generated and maintained by the Supervising Teacher who will be hired to administer grant activities.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Attendance/drop-out prevention: attendance data is housed in PEIMS/TxEIS. Phone calls and home visits which are conducted by staff in order to locate truant students are logged by the staff members conducting such activities. Other data will be collected by vendor AIM Truancy Solutions as they conduct activities in support of improving attendance.
- Professional Development (PD): sign-in sheets, agendas, meeting minutes, completion certificates, and lesson plans generated from workshops will be maintained as well as classroom observation scores analyzed to ensure that professional growth is reflected in improved teaching. PD will include, but is not limited to: (1) Powerful Learning from the Center for Accelerated Schools at the University of Texas at San Antonio (UTSA), (2) Promethean board training, (3) Executive Coaching from the American Reading Company, (4) Executive Coaching from Renaissance Learning, (5) content-specific training from the Region 20 Educational Service Center (ESC), and (6) participation in national conferences addressing the specific needs of our population, such as the National Charter School Conference, the National Drop-out Prevention Network Conference, the School Social Workers Conference, the Experiential Ropes Course Conference, and the National Youth At-Risk Conference.
- Extracurricular and enrichment activities: sign-in sheets will be maintained when a student participates in tutoring, counseling, and other enrichment activities. Anecdotal and other data collected will be shared with the entire faculty at the weekly staff meetings and as needed. Beyond tutoring, clubs, and sports, students will have the opportunity to visit local landmarks, such as museums, and go on out-of-state trips to colleges and universities to encourage their interest in applying to post-secondary institutions.
- Leadership effectiveness: weekly LT meetings are held, with sign-in sheets, agendas, and meeting minutes generated and housed in the office of the Supervising Teacher. All other documentation of leadership activities related to grant provisions will be collected and housed in the office of either the Supervising Teacher, the Assistant Principal, the Principal, the Superintendent, or the Secretary of the Board of Directors. Year-end surveys will be conducted for students, parents, teachers, and other stakeholders to give feedback on the effectiveness of grant activities.

This application completely and accurately answers all statutory requirements for the transformation model, including (1) replacing administrative personnel, (2) improving academic performance by increasing learning time and continuing the use of rigorous, transparent, and equitable evaluation systems for teachers and principals, (3) increasing the use of data to inform instruction, (4) identifying and rewarding staff who positively impact student achievement and remove those staff members who do not, (5) providing quality professional development for teachers and the school's leadership, (6) implementing strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions, (7) introducing comprehensive instructional reform, especially using data to inform and differentiate instruction, (8) increasing parent/community engagement to improve the school climate and create a community-oriented school, (9) providing operational flexibility and sustained support, and (10) establishing annual goals for student achievement.

This program described in this grant application further answers all TEA requirements for recording and reporting such data as (1) number of minutes in the school year, (2) scale score on standardized tests, (3) attendance rates, (4) completion rates, (5) drop-out rates, and (6) strategies to increase parent/community involvement. Further, the LEA will designate an individual with the primary responsibility for supporting the school improvement efforts. The LEA will participate in all required meetings necessary to ensure successful implementation of the grant activities, including access to the campus for visits from the TEA and its contractors. Finally, the LEA agrees to the participation of the principal or principal candidates in a formative assessment of their turnaround leadership capacity.

Por Vida Academy (PVA) is committed to pursuing funding opportunities which will lead to continuation of core activities to improve student achievement (first and foremost, instructional excellence and professional development to support teachers as the backbone of the school's academic program). It is the intent of PVA that the climate will improve so that attendance will increase and fill part of the gap left when the grant period ends.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$2,691,000	\$135,000	\$2,826,000	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$733,200	\$	\$733,200	\$
Schedule #9	Supplies and Materials (6300)	6300	\$135,000	\$	\$135,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$175,000	\$	\$175,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$
Total direct costs:			\$3,734,200	\$	\$3,869,200	\$
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$3,734,200	\$	*\$3,869,200	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$3,734,200
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$186,710
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,387,534	\$1,240,833	1,240,833	3,869,200

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015-801		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	1		\$105,000	\$
2	Educational aide	8		\$720,000	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			0	\$
7	Teacher supervisor			0	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk	1		\$135,000	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor	1		\$135,000	\$
13	Social worker	1		\$135,000	\$
14	Community liaison/parent coordinator	1		\$105,000	\$
Other Employee Positions					
21	Ropes Course Facilitators	2		\$240,000	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$1,575,000	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$30,000	\$
26	6119 Professional staff extra-duty pay			\$150,000	\$
27	6121 Incentive pay tied to attendance and participation in student act. Non teachers will receive performance-based bonus on selected criteria for their position			\$600,000	\$
28	6140 Employee benefits			\$471,000	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$1,251,000	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2,826,000	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Student Success Academy: Supplement to Academic Advisor/Guidance Counselor. Each student is assigned a mentor / college consultant to help student identify their post-graduation goals. Then, the student and mentor work together to achieve that goal, such as applying for college or trade school and applying for financial aid.	<input type="checkbox"/>	\$8,000	\$
2	Camtasia screen recording and video editing for educators	<input type="checkbox"/>	\$1,700	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$9,700	\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: PD in Joven Noble/Xinachtl Curriculum		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Character development curriculum for student behavior support.				
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
1	Contractor's payroll costs:	# of positions: 2	\$100,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015-801

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service: PD in Ropes Course Facilitating

☐ Yes, this is a subgrant

Describe topic/purpose/service: Team-building and personal development program.

2	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$25,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

Specify topic/purpose/service: Web-based self-paced curriculum

☐ Yes, this is a subgrant

Describe topic/purpose/service: Credit recovery courses and GED preparation.

3	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$60,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

Specify topic/purpose/service: Lead4ward

☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional development to implement Lead4ward's instruction support resources.

4	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$20,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

Specify topic/purpose/service: Edmodo.com

☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional development in implementing full suite of Edmodo resources.

5	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$60,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015-801

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service: American Reading Company

☐ Yes, this is a subgrant

Describe topic/purpose/service: Coaching support for implementation of Action 100 reading program.

6	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$90,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

Specify topic/purpose/service: Renaissance Learning

☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional Development for full implementation of RenMath product.

7	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$30,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

Specify topic/purpose/service: The Center for Accelerated Schools

☐ Yes, this is a subgrant

Describe topic/purpose/service: Improved learning outcomes for at-risk students.

8	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$118,500	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

Specify topic/purpose/service: Promethean World education company

☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional Development to fully implement Promethean Board functionality.

9	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$20,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 015-801		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
10	Specify topic/purpose/service: AIM Truancy Solutions		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Attendance monitoring and GPS tracking service with mentoring			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$200,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$723,500	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$9,700	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$723,500	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$733,200	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015-801

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Chromebooks	Internet access, research, school work	200	\$300	\$65,000	\$
	2	TI-84 graphing calculators	Mathematics and science content	50	\$100		
	3				\$		
	4				\$		
	5				\$		
	6399	Technology software—Not capitalized (DMAC w/Lead4ward & RenMath)					\$40,000
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$105,000	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$30,000	\$
3-Year Grand total:						\$135,000	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015-801		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$35,000	\$
	Specify purpose: National Charter School Conference, National Drop-Out Prevention Network Conference, School Social Workers Conference, Experiential Learning Ropes Course Conference, National Youth At-Risk Conference.		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$75,000	\$
	Specify purpose: College visits to encourage post-secondary enrollment		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$110,000	\$
Remaining 6400—Other operating costs that do not require specific approval: (educational excursions / in-state travel)		\$65,000	\$
3-Year Grand total:		\$175,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 015-801

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			200	
Category	Number	Percentage	Category	Percentage
African American	4	2%	Attendance rate	59.1%
Hispanic	195	97.5%	Annual dropout rate (Gr 9-12)	31.8%
White	1	.5%	Annual graduation rate (Gr 9-12)	22%
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	24%
Economically disadvantaged	199	99.5%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	39%
Limited English proficient (LEP)	1	.5%	Students taking the ACT and/or SAT	20%
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)	715
			Average ACT score (number value, not a percentage)	N/A

Comments

The 24% figure for STAAR/EOC 2013 mathematics and the 39% figure for STAAR/EOC 2013 reading/ELA are the district figures, as there are no campus-level percentages available due to fewer than 25 students testing at the campus level. The campus experiences a high student turnover and mobility rate, which causes students to often fail to finish both parts of Algebra I before time to test in the spring, due to a combination of being significantly behind their grade-level peers in both math and English and ongoing attendance struggles due to transportation challenges and other work and family commitments. Por Vida Academy cultivates a climate which embraces students who are unable to attend traditional Independent School Districts (ISDs) for a variety of reasons, such as work and family commitments, instructional time lost due to incarceration, loss of motivation due to substance abuse and gang affiliation, and discouragement experienced due to academic skills gaps from prior, prolonged attendance challenges. The majority of students who enroll at PVA are already at least one year behind their same-age peers, which drives down the campus's graduation rate. The discouragement created by prolonged academic deficits and the pull of outside commitments drives up the campus's annual dropout rate. Recently, some of these dropouts have been able to be converted to completers via the campus's GED program.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	12.5%	No degree	0	0%
Hispanic	5	62.5%	Bachelor's degree	5	62.5%
White	2	25%	Master's degree	3	37.5%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	2	25%	Avg. salary, 1-5 years exp.	34,000	N/A
6-10 years exp.	5	62.5%	Avg. salary, 6-10 years exp.	35,000	N/A
11-20 years exp.	1	12.5%	Avg. salary, 11-20 years exp.	36,000	N/A
Over 20 years exp.	0	NA	Avg. salary, over 20 years exp.	N/A	N/A

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											60	55	40	45	200
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											60	55	40	45	200

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											2	2	2	2	8
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											2	2	2	2	8

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment **process**, including a description of how needs are **prioritized**, **data sources** that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PVA has not met federal accountability requirements for several years. Struggles encountered by students include low attendance, high mobility, incarceration, gang involvement, substance abuse, teen pregnancy, nonacademic priorities which focus on short-term goals, and family responsibilities. Sources of data for the Comprehensive Needs Assessment (CNA) are: (1) Reports generated by our Professional Service Provider (PSP) on areas where the campus is considered unacceptable. These reports are reviewed to determine progress, barriers, and anticipated next steps for increased student achievement. Visits by the PSP examine whether recommendations have been implemented. After these visits, revisions are made to the Improvement Plan (IP) with a focus on the findings and recommendations. (2) An annual review to identify and prioritize needs overseen by the campus Leadership Team (LT) which identifies the vision and direction for the campus. The LT solicits input from stakeholders including the Board of Directors, administrators, teachers, staff, parents, community members, and students. Stakeholders identify needs in 6 areas: student achievement, culture/climate, staff quality, Curriculum and Instruction, family and community involvement, and school context/organization. Communication between the LT and stakeholders regarding the findings are discussed at board meetings, community meetings, Open Houses, parent-teacher conferences, PTSA meetings, and staff meetings. Weekly monitoring, evaluation, and adaptation ensure fidelity to the Plan. (3) Quarterly reviews of TCDSS information, state and federal reports, and weekly reviews of formative benchmarks, classroom assessments, and anecdotal data. Through this process this past year, it was evident that attendance was a leading indicator of academic success or failure. We made phone calls throughout the day to locate missing students. Next year, we intend to expand this effort by enlisting the services of AIM Truancy Solutions. During this process this year, the daily phone calls uncovered trends in the reasons given for student absences, such as unreliable transportation. Because of this, our campus will implement a school bus route next year, as well as offer greater access to full-fare city bus passes instead of the half-fare passes offered previously. (4) Anecdotal data revealed that teachers feel they do not have enough time to address the differentiation needs in their classes. On our campus, the teacher-to-student ratio is 20 to 1. Next year, we intend to hire instructional aides to lower the ratio and allow for individualized, small group, and targeted intervention based on student profiles built during the data-collection phase of registration. Currently, this diagnostic task falls to teachers, who must assimilate new students with very little baseline information to inform their instructional decisions. Through our reading diagnostic instrument purchased this school year, we know that 90% of our students are reading significantly below grade level, which affects all areas of their education. Similarly, in math, anecdotal data suggested that students struggle with basic arithmetic. Few students have the pre-Algebra concepts to be successful in Algebra I. We have purchased, and will deploy school-wide next year, a math diagnostics program from Renaissance Learning. To assist in diagnostic screening of all students before they attend their first class, the registration committee, during the registration and orientation window, will use the aforementioned reading and math diagnostic screeners to determine each student's current level of skills mastery. The teachers will be better able to address the needs of these learners from Day One. The needs of students are foremost in guiding the needs assessment process and interventions are prioritized accordingly. Teacher effectiveness is analyzed. Weekly data meetings with teachers will allow collaboration to establish goals to increase student performance and implement intervention strategies identified by assessments. Our campus will be purchasing support materials, software access, and/or professional development from Lead4ward, Edmodo, the American Reading Company, Renaissance Learning, Accelerated Schools, DMAC, and Promethean World, which will assist our teachers in designing their curriculum and collecting data on their instructional effectiveness. Any teacher who is having difficulty will be offered individualized professional development opportunities. In addition, the schools will attend the National Charter School Conference, the National Drop-Out Prevention Network Conference, the School Social Workers Conference, the Experiential Learning Ropes Course Conference, and the National Youth At-Risk Conference.

A grant oversight committee will be created to regularly review data and determine specific areas of the campus needing additional improvement in areas not originally addressed in this document. Parent and community leaders will be invited to survey the school facilities with performance rubrics and/or questionnaires, talk with students, teachers, and support staff regarding new instructional reform strategies. In addition, stakeholders will be encouraged to ask questions regarding school and teacher effectiveness and new methods for family and community involvement. This process will be used to determine stakeholders' perceived quality of services and identified needs as clients.

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On this date:

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment **process**, including a description of how needs are **prioritized**, data **sources** that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To support effective instruction efforts, the campus needs to attract and retain effective teachers. Our campus traditionally has had very few applicants per position to be filled, so it was determined to be essential that we have more than one candidate applying per position to allow the school to have choices in hiring teachers that will be the most effective with the population to be served. In order to find these effective candidates, as well as train and support them throughout the year, the campus has a need for a supervising teacher. This position's sole responsibility will be observing teachers and working with them individually to help them grow in their professional practice. Currently, the budget for staff members is inadequate to address that function full-time. This supervisor will mentor the new teachers, provide support in the classroom, monitor effective implementation via data collection and reviews, and conduct the weekly data, lesson planning collaboration, and professional development meeting. We currently conduct, and will continue to hold, weekly leadership team meetings where classroom observation results and concerns are discussed and a plan of action determined to support the teacher. With the addition of the teacher supervisor, we will have the operational flexibility to meet with teachers individually twice per week to address their needs and reflect on their performance. In addition to attracting effective teachers, a need for our campus has been the retention of teachers from year to year. Teacher attrition rate is high for various reasons, but mainly due to lower monetary compensation relative to surrounding districts. Studies have shown that stability in teaching staff is important to student achievement. This grant, as proposed, will allow us to bridge any salary gaps versus surrounding school districts, so teachers are more likely to return year over year. This retention incentive will be in combination with the Performance-Based Compensation Plan (PBCP) that is already in place via our partnership with the Educator Effectiveness Process (EEP), which is administered by the Youth Empowerment Service (YES). To address our comprehensive Curriculum and Instruction needs, all current curriculum and instruction materials will be reviewed, altered, and horizontally and vertically aligned according to current national standards, state TEKS, state ELPS, and state College and Career Readiness expectations. The focus on structure will be to ensure a consistent accountability process for teachers and a structured, rigorous academic experience for students. The learning team will be trained on delivering Dual Credit curriculum so students can earn credit at the local community college while still attending high school. The school day will be lengthened and rearranged so that students will receive additional math and English support. The students will receive intensive intervention through an assigned tutoring block to teach the prior-year standards that students have not mastered. Through a combination of the scope and sequence resources available through the Texas Curriculum Management Program Cooperative (TCMPC), TEKS-aligned benchmarks available through DMAC, plus Snapshot diagnostics available through Edmodo, as well as Lead4ward tracking and alignment resources, the campus will overhaul its expectations for planning, instruction, and monitoring. Our CNA uncovered that our students need support in social skills attainment, controlling their impulses, forging and maintaining positive relationships, anger management, gang involvement, and reducing dependence on illegal drugs. Not only do we have partnerships with the Rape Crisis Center and Jewish Family Services to provide counseling and group therapy, we will begin a Ropes Course program to equip our students with team-building skills, behavior management techniques, and other kinesthetic learning exercises. We will continue to employ a parent/community liaison to coordinate our stakeholder outreach efforts. We will employ a Social Worker who, through home studies and partnerships with community providers, will help address socioeconomic issues which prevent students from performing academically as well as their grade-level peers. Our Cara y Corazon program is a culturally-based family strengthening and community mobilization program that assists parents and other extended family members to raise and teach their children with a positive, bicultural base. Cara y Corazon includes a separate curriculum that focuses on guiding and supporting fathers to develop an active, positive, and nurturing relationship with their children while assisting them in dealing with day-to-day struggles with fatherhood. The Joven Noble Curriculum is a comprehensive, indigenous-based youth leadership development program that supports and guides young men through their manhood rites of passage process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence, and school failure. The corresponding Xinachtli program guides young women through their female rites of passage process, addressing the same social adjustment struggles as in the Joven Noble program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students significantly below grade level and do not possess the foundational skills needed for higher order thinking. Students are reading, on average, at 3 rd – 4 th grade level. In math, students are unable to multiply and divide, which makes the higher level math concepts more difficult. Teachers need more assistance meeting our students' needs.	Hire Instructional Aides, which would allow for individual or small group targeted intervention. Instruction will be more individualized and differentiated to target the needs of students more effectively. The school day will be revised so that students have an assigned remediation/standards scaffolding period which will identify gaps in their learning to bring them up to high school-level functioning.
2.	Our teachers and school leaders need professional development. We have overage students, age 17 or older, the support and instruction of whom is not typically within the scope of typical teacher preparation programs. Our teachers need to have the tools necessary to not only deal with the academic needs of the students, but also understand the impact of their social and emotional needs.	Teachers would have access to professional development. The school will employ a full-time teacher supervisor to monitor teaching and data collection. The campus will purchase materials from Lead4ward to assist data collection and management. We will have PD from Edmodo and Promethean. We will attend conferences which address the needs of our population. Teachers will participate in a book study / PLC.
3.	Historically, our school has had difficulty in the areas of recruitment, hiring, and retention of effective teachers with our population. Typically, an open position has very few applicants and therefore do not always have the most effective teachers to choose from.	Provide incentive and retention packages to assist in the recruitment, hiring, and retention of the most effective teachers as well as maintaining their growth/effectiveness. Having the opportunity to reach a larger job-seeking audience as well as establish a relationship with local teacher preparation programs will allow us to not only have a larger applicant pool, but attract and retain more experienced and effective teachers.
4.	Teachers are in need support in order to fulfill the requirements not only of the grant, but of other educational entities as well. Many teachers, in the early years of their career, need someone with more experience and expertise to assist with the more difficult students and not get discouraged. Daily observations are needed to make sure the necessary changes are being made to the teacher's repertoire.	Hire a Teacher Supervisor that will focus on teacher development and monitoring, data collection and analysis, and continuous curriculum and instruction improvement. Without the grant, we would have difficulty recruiting and appropriately compensating an experienced teacher leader who would assist our teachers with understanding their students, ensuring positive growth, and incorporating professional development opportunities.
5.	Teachers need a means by which to identify foundational skills that students are missing as well as a way to scaffold those skills up to high school level of functioning.	Continued implementation of Action 100 reading program by purchasing additional Executive Coaching days, full scale implementation of Renaissance Learning's Ren Math program, and purchase of Lead4ward curriculum and instruction support materials. Deployment of Instructional Aides for each of the content areas. Purchase of Professional Development days from Edmodo.com to fully implement their Snapshot application for standards-aligned testing. Continued use of DMAC and TCMPC for integrating testing, data collection, benchmarking, curriculum, and instruction.

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Schedule #14—Management Plan

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Master's degree. Principal certification. Ten (10) years of district-level experience. Expertise in planning, implementing, and managing improvement efforts at the campus and/or LEA level.
2.	Principal / Assistant Principal	Master's degree. Certified Principal in the state of Texas. At least five (5) years of experience with charter schools.
3.	Supervising Teacher	Master's degree. Certified teacher in the state of Texas. At least three (3) years of experience with charter schools.
4.	Lead4ward	Experienced, recognized, and recommended educational consultant.
5.	Accelerated Schools	Educational cooperative established at the University of Texas at San Antonio.
6.	Edmodo	Education website.
7.	Region 20 Education Service Center	Certified, experienced educational consultant and professional development provider.
8.	American Reading Company	Executive Coach for the Action 100 reading program.
9.	Renaissance Learning	Implementation Coach for the Renaissance Learning RenMath product.
10.	Region 20 Special Education Cooperative	State of Texas regional Educational Service Center.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Coordinator of School Improvement and campus-level leadership were chosen from existing personnel due to their years of experience and exemplary qualifications in working with charter schools.

Professional development providers were recommended by the existing Professional Service Provider (PSP), as well as selected from those recognized by the Texas Education Agency (TEA) as qualified and experienced. Lead4ward is an established leader in the field of curriculum and instruction support. The campus has an existing relationship with the Center for Accelerated Schools out of the University of Texas at San Antonio. Edmodo is a recognized educational innovator. The Educational Service Center (ESC) at Region 20 is the local education cooperative in the San Antonio area. The American Reading Company is an award-winning educational program with sixteen (16) years of improving reading comprehension in multiple school districts around the United States. Renaissance Learning is a world leader with thirty (30) years of experience in cloud-based assessment, teaching, and learning solutions in over one-third of U.S. schools and more than 60 countries worldwide.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus administration will monitor the plan through the duration of the grant and will formally meet to oversee and evaluate the project. The Board of Directors meets monthly to oversee campus initiatives and approve the budget. The campus's assigned PSP visits campus at least monthly in order to monitor, visit classrooms, and prepare reports for the state education agency, including 90-Day Action reports. The campus Leadership Team (LT) meets weekly. During these meetings, the LT discusses data, classroom observations, upcoming professional development and support visits, as well as other administrative items. Weekly staff meetings are held to not only communicate information to the teachers and staff, but also solicit feedback from these stakeholders. Weekly professional development meetings are held with the teachers in order to communicate professional development information related to the teachers' classroom observation scores and effective teaching. Weekly data meetings are held with the teachers in order to analyze trends which affect instruction. Weekly lesson planning meetings are held for teachers to collaborate on baseline assessment, effective instruction, and reflection. Many times, from these open discussions, committees are formed to address issues as they arise, or a staff member shares possible solutions to struggles that they didn't realize their co-workers were having until the discussion was held. Anything requiring an organized response via committee is assigned a time to meet on the school calendar, and the members use an Agenda with an imbedded Activity Tasks List, which spells out the person responsible for completing certain tasks and the deadline by which the task should be completed. Each activity owner reports project status at regular meetings.

When appropriate and necessary, changes to procedures, timelines, or expectations are communicated to staff and teachers during staff meetings, updates are communicated to students at weekly assemblies, and information is communicated to parents via School Reach messages, Open House nights, Student Review Boards, and PTSA meetings. Information is share with the community via announcements on the campus website and public Board of Directors meetings.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing efforts include: (1) Joven Noble meetings, which currently serve approximately fifteen male students. The grant would allow us to expand our efforts to include more of the male students. (2) Xinachtli meetings currently serve approximately nineteen female students. The grant would allow us to expand the offering. (3) Existing partnerships with Jewish Family Services, the Rape Crisis Center, and Seton Home residential facility would be expanded to impact more students. (4) Currently certified Ropes Course facilitators will be recertified, one male and one female, in order to hold programs for all students. (5) School Social Worker already coordinates with social service agencies to provide supports such as day care assistance, transportation assistance, a clothes donation program. These offerings will be expanded, first and foremost, by scheduling a home visit to every student's home to conduct a Home Study on conditions and the availability of social and academic supports. Needs identified by this process will be able to be addressed more quickly than in the past.

To maximize the effectiveness of the grant funds, priorities will be assigned based on maximum impact to student achievement. Oversight for this process will rest in the hands of the campus Leadership Team in conjunction with the Chief Financial Officer. To maximize the effectiveness of the grant implementation, the DCSI and the Leadership Team members will meet on a weekly basis to ensure adherence to timelines and fidelity of implementation of initiatives. To ensure that participants remain committed to the project's success, opinions will be solicited and bonuses awarded based on successful implementation of high-level initiatives.

PVA is committed to adhering to all requirements set forth by the Texas Education Agency and will provide reports as requested by the Texas Education Agency. All funding and resources will be monitored by the Por Vida District's Chief Financial Officer and Lead Accountant to assure all funds are expended as described in the grant application. It is the intention of PVA to sustain the program after grant funding has ended, due to increased funding from the state by improving attendance and state test scores.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Participation in Ropes Course / Joven Noble / Xinachtli / other group counseling	1.	Sign-in sheets
		2.	Post-participation reflections
		3.	Surveys completed by students and parents about the effectiveness of interventions
2.	Increased attendance / graduation rate / completion rate	1.	Average Daily Attendance (ADA)
		2.	Improved Graduation Rate
		3.	Improved Completion Rate
3.	Improved state test results	1.	State accountability reports
		2.	Federal accountability reports
		3.	Student progress as evaluated by the value-added process of Battelle for Kids' SAS-EVAAS system.
4.	Improved teaching effectiveness	1.	Adherence to expectations for lesson planning, use of recommended instructional strategies, and differentiation as determined by classroom observations.
		2.	Participation in professional development opportunities as verified by sign in sheets and certificates of completion. Educators will share what they learned with co-workers when they return to campus. Further, supervising teacher will observe the classroom to make sure new strategies are being implemented.
		3.	Progress as measured on thrice-yearly benchmarks and classroom assessments administered every three weeks.
5.	Increase family engagement / positive climate	1.	Surveys conducted by family members about the climate and safety of the school
		2.	Survey the students about the learning environment created by their instructors
		3.	Open House three times a year, Thanksgiving dinner for the families, National Night Out in October.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program Activities/Social Support Initiatives:

- (1) Activities such as Ropes Course / Joven Noble / Xinachtli / Cara y Corazon: sign-in sheets and surveys of participants will be collected.
 - (2) Extracurricular activities such as tutoring / clubs / enrichment activities / off-campus excursions / college visits: lists of participants will be kept, along with sign-in sheets where possible.
 - (3) Home studies / consultation with Academic Advisor / visit to school counselor: sign-in sheets will be maintained.
- For all of the aforementioned activities, meeting minutes will be kept to record anecdotal reports from responsible parties on the outcomes of interventions, where such reports do not violate confidentiality.

Academic Data:

- (1) Hard-copy cumulative folders are maintained in the Academic Advisor's office and, where applicable, in the Special Education Services office.
- (2) Electronic data, such as attendance and grades, is recorded in the state of Texas's online system, TxEIS.
- (3) Initial Diagnostic at registration/orientation: Scores for baseline reading level will be recorded in SchoolPace, the website for the American Reading Company. Scores for baseline mathematics level will be recorded in RenMath, the website for Renaissance Learning.
- (4) Previous years' standardized test scores for each student will be recorded in an Excel spreadsheet already used by the Academic Advisor and campus testing coordinator, which they use for determining which tests students have passed and still need to pass in order to graduate.
- (5) Graduation plans for assessing which courses the student needs for their diploma are created and maintained in the Academic Advisor's office.
- (6) Benchmarking three times a year with STAAR released test materials: scores will be recorded in DMAC and on Lead4ward Student Recording Sheets.
- (7) Classroom assessments every three weeks: scores will be recorded in Edmodo Snapshot.
- (8) Lesson plans, including information on differentiation for Response to Intervention (RtI) and Special Education accommodations and modifications, will be kept in the campus's Dropbox.

Problems with project delivery will be identified via data analysis, classroom observations, and anecdotal reports shared at the weekly Leadership Team meetings. To correct, a staff member will be assigned to monitor the activity and a deadline established for correcting and reporting back. The district will modify its practices or policies, as needed, via communication with stakeholders and based on recommendations from technical consultants and the staff.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Benchmarking three times a year.	August, 2014	March, 2015
			B. Classroom standards-based Assessments every three weeks.	August, 2014	June, 2015
			C. Lead4ward curriculum and instructional support materials.	August, 2014	June, 2015
			D. DMAC and TCMPC TEKS management systems.	August, 2014	June, 2015
			E. Action 100 and RenMath diagnostics.	August, 2014	June, 2015
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Remedial coursework to scaffold students up to high school-level functioning	August, 2014	June, 2015
			B. TEKS Scaffolding documents from Lead4ward to identify gaps in student understanding from previous grades.	August, 2014	June, 2015
			C. Weekly data disaggregation meetings to analyze and address trends.	August, 2014	June, 2015
			D. Weekly lesson planning meetings to incorporate RtI and enrichment activities.	August, 2014	June, 2015
			E. Edmodo Snapshot testing and reporting software.	August, 2014	June, 2015

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Baseline diagnostic testing during registration.	August, 2014	June, 2015
			B. TEKS Scaffolding documents from Lead4ward to identify gaps.	August, 2014	June, 2015
			C. Student Learning Reports from Lead4ward to track benchmarking results.	August, 2014	June, 2015
			D. TCMPC Instructional Focus Documents to identify potential student misunderstandings and prior knowledge.	August, 2014	June, 2015
			E. TCMPC Vertical Alignment Documents.	August, 2014	June, 2015
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Weekly Leadership Team meetings to analyze data.	August, 2014	June, 2015
			B. Weekly data planning meetings to analyze data and target interventions.	August, 2014	June, 2015
			C. Weekly lesson planning meetings to collaborate on accommodations, modifications, and other intervention strategies.	August, 2014	June, 2015
			D. Weekly professional development meetings to learn the latest research-based methods.	August, 2014	June, 2015
			E. Weekly staff meetings to coordinate efforts between teachers and support staff.	August, 2014	June, 2015

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement: Joseph Rendon</i>	August, 2011	June, 2015
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Principal is evaluated on leadership effectiveness using the Educator Effectiveness Process (EEP) rubric.	August, 2014	June, 2015
			B. Principal is evaluated on leadership effectiveness using stakeholder surveys.	August, 2014	June, 2015
			C. Principal will be rated using the TAIS Principal Retention Framework.	August, 2014	June, 2015
			D. Principal is evaluated on overall effectiveness using attendance data.	August, 2014	June, 2015
			E. Principal is evaluated on overall effectiveness using graduation rate data.	August, 2014	June, 2015
			F. Principal is evaluated on overall effectiveness using completion rate data.	August, 2014	June, 2015
			G. Principal is evaluated on academic effectiveness using value-added metrics from Battelle for Kids / SAS-EVAAS.	August, 2014	June, 2015
			H.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Bonus structure for school change agents. Extra duty pay for participating in extracurricular tutoring and professional development.	August, 2014	June, 2015
			B. Performance-based compensation for teachers using SAS-EVAAS measure of effectiveness.	August, 2014	June, 2015
			C. Provide ongoing opportunities for professional development, with expectation for training others and implementing strategies.	August, 2014	June, 2015
			D. Teacher in Need of Assistance (TINA) process for assisting teachers needing extra support.	August, 2014	June, 2015
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Evaluation of staff by mid-year to make changes for the benefit of student achievement.	August, 2014	June, 2015
			B. Deadlines for evaluating effectiveness of initiatives, with changes made as necessary.	August, 2014	June, 2015
			C. Instructional Aides will allow teachers the flexibility to implement strategies which address needs as they arise.	August, 2014	June, 2015
			D. Remedial courses will allow teachers	August, 2014	June, 2015

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Workday for staff will be extended by an hour, to become 8:00 a.m. to 5:00 p.m.	August, 2014	June, 2015
			B. School end time for students will be extended from 1:00 to 2:30.	August, 2014	June, 2015
			C. Saturday tutoring will be offered.	August, 2014	June, 2015
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Each student will be assigned to a remedial class in a core subject that they are identified as requiring by diagnostic testing data, using an A-B block.	August, 2014	June, 2015
			B. Saturday tutoring.	August, 2014	June, 2015
			C. Students will be able to earn recovery credits and/or elective credits via paper-based curriculum provided by API or NovelStars EdOptions curriculum.	August, 2014	June, 2015
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. All students will be able to earn recovery credits and/or elective credits via paper-based curriculum provided by API or NovelStars EdOptions curriculum.	August, 2014	June, 2015
			B. Students will have the opportunity to enroll in dual-credit courses in partnership with the local community college.	August, 2014	June, 2015
			C. Job Placement services in conjunction with Gary Job Corps, Work Solutions, DARS, and CityYear.	August, 2014	June, 2015
		4. Provide additional time for teachers to collaborate, plan, and engage in professional	A. Weekly unit meetings targeted at professional development for implementing the classroom instruction rubric.	August, 2014	June, 2015

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		development within and across grades and subjects.	B. Weekly data planning meetings for collaborating on data analysis and instructional design.	August, 2014	June, 2015
			C. Weekly lesson planning meetings for collaborating on instructional strategies for differentiation.	August, 2014	June, 2015

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. PVA has an active Parent-Teacher-Student Association.	August, 2014	June, 2015
			B. PVA board meetings are open to the public.	August, 2014	June, 2015
			C. A campus-wide Open House is held every grading period	August, 2014	June, 2015
			D. Daily phone calls to address attendance, which often uncover opportunities for family support and engagement.	August, 2014	June, 2015
			E. PVA employs a Parent Liaison who is in charge of family outreach.	August, 2014	June, 2015
			F. PVA uses Cara y Corazon character development curriculum for students and their families to develop healthy interpersonal relationships.	August, 2014	June, 2015
			G. Home Study will be conducted by the school's Social Worker on each student.	August, 2014	June, 2015
		2. Provide ongoing mechanisms for community engagement	A. PVA holds a community carnival once a year in October, in conjunction with National Night Out.	August, 2014	June, 2015
			B. PVA has a working partnership with Seton Home residential youth facility.	August, 2014	June, 2015
			C. Community members are participating as at-large members of the PVA Board of Directors.	August, 2014	June, 2015

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			D. Rape Crisis Center will be working with students on healthy relationships.	August, 2014	June, 2015
			E. Jewish Family Services provides anger management, drug abuse, and other counseling services.	August, 2014	June, 2015

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Texas Center for District and School Support.	August, 2014	June, 2015
			B. Professional Services Provider as already assigned to the campus.	August, 2014	June, 2015
			C. The Center for Accelerated Schools.	August, 2014	June, 2015
			D. The Educator Effectiveness Process program.	August, 2014	June, 2015
			E. The National Drop-out Prevention Network.	August, 2014	June, 2015
			F. The Region 20 Special Education cooperative.	August, 2014	June, 2015

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	Comprehensive teacher effectiveness program which includes:		
			A. The instructional effectiveness observation rubric created by Educator Effectiveness Process (EEP).	August, 2014	June, 2015
			B. A Professional Development (PD) framework which includes job-embedded PD, visiting consultants, and off-site workshops.	August, 2014	June, 2015
			C. Performance-Based Compensation system which is tied to value-added test scores using Battelle for Kids' SAS EVAAS matrix.	August, 2014	June, 2015
			D. Benchmarking three times a year to be used to evaluate instructional effectiveness.	August, 2014	June, 2015
			E. Standards-aligned classroom assessments every three weeks to be used to evaluate instructional effectiveness.	August, 2014	June, 2015
			F. Initial diagnostic testing of students using Action 100 Independent Reading Level As	August, 2014	June, 2015
			H. Weekly meetings: - teacher with supervising teacher - data analysis - lesson planning collaboration - professional development - staff collaboration	August, 2014	June, 2015

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Bonus structure for school change agents. Extra duty pay for participating in extracurricular tutoring and professional development.	August, 2014	June, 2015
			B. Performance-based compensation for teachers using SAS-EVAAS measure of effectiveness.	August, 2014	June, 2015
			C. Provide ongoing opportunities for professional development, with expectation for training others and implementing strategies.	August, 2014	June, 2015
			D. Teacher in Need of Assistance (TINA) process for assisting teachers needing extra support.	August, 2014	June, 2015
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Weekly job-embedded professional development on research-based, subject-specific instructional strategies.	August, 2014	June, 2015
			B. Biweekly extracurricular professional development opportunities, contracted with Region 20's Educational Service Center.	August, 2014	June, 2015
			C. Weekly Professional Learning Community for a book discussion. Books to be chosen from offerings by respected professionals in the field, such as Robert Marzano, or on topics of interest, such as reaching at-risk students or closing the achievement gap.	August, 2014	June, 2015
			D. Weekly one-on-one sessions between teachers and the teacher leader to reflect on classroom observations.	August, 2014	June, 2015
			E. Professional Development off-campus at the local education cooperative available on request as teacher self-identifies areas of	August, 2014	June, 2015

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			need in their Individual Growth Plan.		
			F. Use of PD360 library of Professional Development resources, individually targeted to specific teachers, based on classroom walkthrough scores.	August, 2014	June, 2015

Schedule #16—Responses to Statutory Requirements

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Bonus structure for school change agents. Extra-duty pay for participating in extracurricular tutoring and professional development.	August, 2014	June, 2015
			B. Within existing Educator Effectiveness Process, teachers have the ability to move into leadership positions within the school structure.	August, 2014	June, 2015
			C. Teachers are supported in their plans for personal growth, whereby the school will pay for additional certifications or degree-earning educational opportunities.	August, 2014	June, 2015
			D. The school supports and develops leaders for sustainability purposes by having staff members cross-train on other duties.	August, 2014	June, 2015

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-801

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PVA has a Leadership Team with the experience and qualifications to address the needs of the target population. All Leadership Team members hold a Master's degree and each has over ten (10) years of experience in education, Special Education services, and Social Work. Our superintendent has managed a charter school district for 17 years. He will serve as the District Shepherd and perform the following duties, in conjunction with other stakeholders and technical consultants:

- Ensure operational flexibility and is meeting all obligations under the terms of the grant
- Ensure effective implementation of all components of the transformation process
- Ensure effective instruction is occurring and being monitored
- Monitor the creation and implementation of 90-day action plans
- Communicate regularly with the transformation campus and its stakeholders
- Regularly schedule meetings with the transformation campus
- Remove administration barriers that may hinder the transformation process
- Take an active role in problem-solving
- Attend regularly-scheduled campus leadership meetings
- Assist in the replacement and recruitment of qualified staff
- Ensure teachers and staff participate in required trainings
- Ensure that the campus creates and develops a positive school climate
- Assist in efforts to increase community and parental involvement
- Support the placement of social service resources at the campus
- Partner with the campus to generate a positive school climate
- Oversee the budget
- Attend required trainings

The Leadership Team, consultants, and District Shepherd will work collaboratively to ensure scheduled resources, identified according to grant terms, are actually being used effectively and as intended. Assurance will include the use of TCDSS resources (training, coaching, printed resources, model designs proven to be effective in increasing the capacity of educators, resources for the teaching & learning environment, etc.), additional curricular resources, identified training needs, available content coaching from providers, and all appropriate agreements are being honored. Action Research projects will be used for developing and testing intervention techniques. The Central office staff and the Superintendent will ensure that the campus has the operational flexibility to make decisions on its own to meet the needs of the campus and the grant. Budget adjustments and revisions as well as spending authority will be made at the campus level. PVA will use the Texas Transformation Model supported by the Texas Center for District and School Support (TCDSS) and supplement with outside resources needed to meet the individual needs of campus. TCDSS will be providing on-site technical assistance via a Professional Service Provider (PSP). In addition, PVA will use assistance from a PSP and CIT to help recruit, screen and select external providers. An additional strength of an external provider will be their capacity and authorization by the State Board of Education to provide CPE units. This would include options offered by the Region Service Centers or providers who have contracted with a Region Service Center. Another resource group will be content-specific specialists that are recognized by the state as qualified to provide staff development in content specifics, such as the Math Instructional Coaches from TEA list, consultants with a proven track record of success from work within similar campuses, and the inclusion of partnership involvement to bring the training to the world of work and real world situations. In cases where these do not exist, PVA will request references from the provider in order to check with other schools to determine the effectiveness of the potential provider.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Week of May 5, 2014: Meet with exiting staff to solicit input on how to transform the school for the upcoming school year.
2. By June 5, 2014, schedule professional development for the summer, to be completed by August 25, 2014, to address instructional needs, such as:
 - a. Differentiation, especially in accommodations and modifications from the Special Education Cooperative, but also in supporting diverse learners, such as English Language Learners and students from a background of poverty at risk for not bridging the achievement gap.
 - b. Using the chosen resources from Lead4ward, the Texas Curriculum Management Program Cooperative, Edmodo, the American Reading Company, and Renaissance Learning.
3. By August 1, 2014, hire required personnel under the grant terms, such as Instructional Aides and teachers to replace those who did not return or were not asked to return from this academic year.
4. By June 5, 2014, designate teacher leaders for the campus.
5. By August 25, 2014, have orientation for teachers to address changes in:
 - a. Campus lesson plan design
 - b. Benchmarking and assessments
 - c. Data collection and analysis
 - d. Expectations for collaboration
 - e. Response to Intervention strategies
 - f. Establishing Individual Growth Plans
6. By August 25, 2014, develop the school year calendar to address expected meetings such as:
 - a. Weekly data meetings
 - b. Weekly lesson planning meetings
 - c. Weekly job-embedded professional development
 - d. Semiweekly meetings with Supervising Teacher
 - e. Weekly extracurricular tutoring
 - f. Weekly staff meetings
 - g. Biweekly professional development
 - h. As-needed professional development
7. By August 25, 2014, ensure resources and trained staff are in place for:
 - a. Orientation (baseline testing of students)
 - b. Data collection and monitoring

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015-801

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-801

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015-801

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-801

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Provide bus transportation and fully-subsidized public bus far tickets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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